



### ENGLISH (writing)

Year 6 will begin by exploring the characters in ‘Wonder.’ We will produce an additional chapter to the book from another viewpoint (**perspective**) (narrative). We will then begin to explore non-chronological reports about the different aspects of Mayan life/animals from Central America (non-fiction recount). Using their geographical research to help them, the children will create poems on the theme of the rainforest.

After half term we will explore letter writing (recount) as we write to inform others about ourselves and our achievements whilst at Millbrook (**justify**). At the end of this term, Y6 will also embark on transition work for their secondary schools.

### MATHS

The children will consolidate their understanding of operational maths and their use of place value. We will look at ratio and proportion and move onto statistics (making connections).

In geometry we will explore 2d and 3d shape and apply in more reasoning and problem-solving contexts. Fractions, decimals and percentages will be revisited and consolidated.

### HISTORY

During this term, we will learn about the Mayan civilisation by looking at the primary sources of evidence that these remarkable people left behind. When looking at the sources of evidence we will discuss how historians piece information together to arrive at conclusions and whether the conclusions are actually facts or merely opinions. A timeline will be used to help us to understand the achievements of the Maya in a historical and world context. (**making connections**). We will consider the beliefs, behaviour and characteristics of the Mayans, and compare them with the beliefs of the Ancient Egyptians, a contemporary society thousands of miles away.

### ENGLISH (reading)

The children will read a range of non-fiction pieces in their quest to research and present their findings on a range of aspects of Mayan life. They will secure their use of skimming, scanning and text marking so that research is fast and effective.

Class readers for the term will be ‘The Curse of the Maya’, enhancing their understanding of Mayan Life, and ‘There’s a Boy in the Girls’ Bathroom’ which will extend their use of Point, Evidence and Explanation techniques and aid their understanding of transition. (**share a story**).

### SCIENCE

**Biology:** We will start the term with Living things in their habitats where we describe how living things are classified into broad groups. We will give reasons for these classifications and present our research about one of the Kingdoms of Carl Linneaus (**explore /creative expression**).

After half term, we will then move onto Animals including humans where we explore the circulatory system (heart, blood and blood vessels). We will look at the impact of diet, exercise, drugs and lifestyle on our bodies. The children will explore the way in which water and nutrients are transported within animals including humans.

### GEOGRAPHY

We will revise the continents and locate the Mayan civilisation on a map. We will look at the distribution of natural resources will help us to understand the location of Mayan settlements. (**Making Connections**). We will expand our knowledge by learning about some of the countries in Central America and significant rivers. We will compare the paths of two rivers - the Rio Grande and the River Douglas, identifying the physical features of both rivers. We will also discuss the human story of both of these rivers- the Rio Grande forms part of the border between Mexico and USA, and over the past 30 years the River Douglas has frequently flooded therefore a dam costing £12 million pounds was built.

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative  
Expression

Enterprise

Justify



### PSHE

Every term we will discuss how to stay safe (including e-safety) and recognise and discuss a range of emotions and strategies to cope with different feelings.

**HEALTHY BODY:** We will identify ways of including regular exercise in daily and weekly routines e.g. walking or cycling to school, daily mile etc. We will also learn what information the nutritional labels on food provide and how these can inform good dietary choices.

**Aspirations for the future –** explore skills and qualities and careers for the future (**resilience**).

**GROWING BODY and RSE:** We will describe physical and emotional changes young people experience during puberty.

**First Aid :** Y6 will explore the aspect of choking

### ART

**(Creative expression)**

**Painting:** identify tints and tone in colour. Work with primary, secondary and complimentary colours.

**Collage and textiles:** Making informed choices about materials to create their own artwork inspired by the floral nature of the work of Georgia O’Keefe.

**Digital Media:** record, store and import an image into a graphics package and apply a range of effects.

Create layered images. Communicate ideas with audio and video (explore/creative expression).

### COMPUTING

Every term we will continue to discuss the significance of e-safety and the extended knowledge and skill required to access the computing curriculum.

**DIGITAL LITERACY:** Create the audio and visual elements for a multimedia presentation. Use different image creation and editing tools and explain choices (**justify**).

**COMPUTER SCIENCE:** Write algorithms and programs confidently using events, repeats, selection and variables. Use a range of programming software.

**DIGITAL CITIZENSHIP:** Explore the effectiveness of passwords. Discuss why some online social media, online gaming and computer games are age restricted and the positive and negative implications of online identities (**investigate**).

### MUSIC

Mayan music will be the inspiration for our music this term as we explore, select, combine and organise musical ideas within a structure.

We will also explore singing and create a whole class rap using harmonies entitled ‘The Power in Me.’

**(Creative Expression)**

### RE

**LIFE AFTER DEATH:** After learning about the Mayans beliefs about life after death, we will discuss the beliefs of a range of faiths in the UK today (**making connections/perspectives**).

**WHO HAS MADE A DIFFERENCE BECAUSE OF THEIR BELIEFS?:** Whilst considering this question and those people who have made a difference we will explore and suggest reasons for our own and other people’s views, including religious ideas about human identity and experience.

### DESIGN

**COOKING AND NUTRITION:** We will learn about the food that the Mayans ate and use this as the inspiration for our Mexican meal, incorporating both savoury and sweet food. Children will explore how food is either grown, reared or caught. They will also learn how food is processed into ingredients and know that different foods contain different substances that can be used by the body eg. fibre.

### PE

**Athletics:** Investigate running styles and changes of speed. Throw safely and accurately. Understand which technique is most effective when jumping for distance. Utilise all the skills learned in athletics in a competitive situation

**Cricket:** Throw, catch, bowl and field competently following the rules.

**Outdoor and adventurous:** Navigate to a control marker on a simple course and record appropriate information accurately.

### SPANISH

We will understand increasing longer sections of the Spanish language, both when listening to others speak and when reading a text. Whilst speaking, we will initiate and sustain conversations on familiar subjects, we will also speak to an audience, consistently using the correct pronunciation and intonation.

When writing we will write sentences, and extended texts, using the correct word and sentence grammatical structure.

### ENHANCEMENT & CELEBRATION

The children will explore water-based activities at a local site Scotsman’s Flash where we will experience paddle boarding and kayaking.

We will walk to the River Douglas and Leeds Liverpool canal to explore our local connections and transport links.

We will also be celebrating our time at Millbrook.

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Share a Story

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